

**EMI Content Teachers' Perspectives on Translanguaging in Secondary Education**

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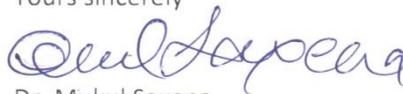
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*To my son, AliKhan.*

*Thank you for being with us!*

### Abstract

Globalization and linguistic diversity in the world have led to Kazakhstan amending its educational system. The consequential implementation of the Trilingual Education Policy has made it obligatory to study the three languages (Kazakh, Russian, and English) from the primary education level and content subjects in English in secondary education. According to the policy, the languages are taught separately through a monolingual approach, thus the phenomenon of translanguaging is mostly avoided in classroom practices. The purpose of the research is to explore the perspectives of English Medium Instruction (EMI) content teachers regarding the use of translanguaging as a pedagogical tool in teaching. In compliance with the research purpose, the following research questions helped to investigate content teachers' perspectives about translanguaging: 1. What language attitudes do EMI Content teachers have? 2. What are EMI content teachers' perspectives on translanguaging? A qualitative research method was used to collect the data via semi-structured interviews. Overall, six EMI content teachers from two Nazarbayev Intellectual Schools were interviewed. The analysis of the obtained data drew on Ruiz's framework of language ideologies: language as a problem, language as a right, and language as a resource. The findings revealed that teachers do not consider Kazakh to be necessary for education compared with Russian and English; moreover, the English language is associated with development and prestige by the majority of respondents. Regarding translanguaging, participants are mostly positive about translanguaging practices while teaching, and use it for different purposes; however, the languages used for translanguaging exclude Kazakh. The results of the research might be important for policymakers to take into account as it will reveal the perspectives of teachers on the purposeful use of several languages in the classroom. This study implies

the necessity of training for teachers on the benefits of using translanguaging as a scaffolding tool.

### Аңдатпа

Жаһандану мен әлемдегі тілдік әртүрлілік Қазақстанды білім беру жүйесін өзгертуге мәжбүр етті. Үш тілде білім беру саясатын дәйекті түрде жүзеге асыру бастауыш білім деңгейінен бастап үш тілді (қазақ, орыс және ағылшын) және орта білім берудегі жаратылыстану бағытындағы пәндерді ағылшын тілінде оқытуды міндетті етті. Осы саясатқа сәйкес, тілдер жеке-дара монолингвистикалық тәсіл арқылы оқытылады, сондықтан сынып тәжірибесінде көп жағдайда транстілдесу құбылыстарына жол берілмейді. Зерттеудің мақсаты - орта білім беруде жаратылыстану бағытындағы пәндерді ағылшын тілінде жүргізетін мұғалімдердің транстілдесуге көзқарасын анықтау болып табылады. Зерттеу мақсатына сәйкес, келесі зерттеу сұрақтары жаратылыстану бағытындағы мұғалімдердің транстілдесуге көзқарасын анықтауға көмектесті: 1. Жаратылыстану бағытындағы пәндерді ағылшын тілінде жүргізетін мұғалімдердің тілдерге деген қарым-қатынасын қандай? 2. Жаратылыстану бағытындағы пәндерді ағылшын тілінде жүргізетін мұғалімдердің транстілдесуге көзқарасы қандай? Жартылай құрылымдалған сұхбаттар көмегімен мәліметтерді жинау үшін сапалы зерттеу әдісі қолданылды. Екі Назарбаев Зияткерлік мектебінің жаратылыстану бағытындағы алты мұғаліммен интервью жүргізілді. Алынған деректерге талдау Руизтің лингвистикалық идеологиясының тұжырымдамасына негізделді: мұнда тіл проблема ретінде, құқық ретінде және ресурс ретінде қарастырылады. Нәтижелер көрсеткендей, мұғалімдер қазақ тілін орыс және ағылшын тілдерімен салыстырғанда оқытуда қажет деп санамайды. Сонымен қатар, респонденттердің көпшілігі ағылшын тілін дамуымен және беделмен байланыстырады. Транстілдесу туралы айтатын болсақ, көбінесе, қатысушылар транстілдесу практикасына оң көзқараспен қарайды және оны әртүрлі мақсаттарда қолданады; алайда бұл құбылыс үшін қолданылатын тілдер қатары

қазақ тілін қоспайды. Зерттеу нәтижелері саясат жасаушылар үшін маңызды болуы мүмкін, өйткені бұл зерттеу жұмысы мұғалімдердің сыныпта арнайы мақсатта бірнеше тілдерді қолдану туралы көзқарастарын ашады. Бұл зерттеу транстілдесуді тіреуіш құрал ретінде пайдаланудың артықшылығы туралы мұғалімдерге оқыту қажеттілігін ұсынады.

### Аннотация

Глобализация и языковое разнообразие в мире привели к тому, что Казахстан изменил свою систему образования. Из-за последовательной реализации Политики Трёхязычного образования изучение трех языков (казахский, русский и английский) с начального образования и естественнонаучных предметов на английском языке в среднем образовании стало обязательным. В соответствии с этой политикой, языки преподаются отдельно через одноязычный подход, поэтому в большинстве случаев в педагогической практике избегают явления трансязычия. Цель исследования - изучить взгляды учителей естественнонаучных предметов, преподающих на английском языке, на трансязычие в качестве педагогического инструмента в обучении. В соответствии с целью исследования, следующие вопросы исследования помогли выявить взгляды учителей естественнонаучных предметов, преподающих на английском, на трансязычие: 1. Каковы отношения преподавателей естественнонаучных предметов, преподающих на английском языке, к языкам? 2. Каковы взгляды преподавателей естественнонаучных предметов, преподающих на английском языке на трансязычие? Качественный метод исследования был использован для сбора данных с помощью полу структурированных интервью. Всего было опрошено шесть учителей естественнонаучных предметов, преподающих на английском языке, из двух Назарбаев Интеллектуальных школ. Анализ полученных данных опирался на концепцию языковых идеологий Руиза: где язык рассматривается как проблема, как право и как ресурс. Результаты показали, что учителя не считают казахский язык необходимым для обучения, по сравнению с русским и английским языками. Более того, большинство респондентов ассоциирует английский язык с развитием и престижем. Что касается трансязычия, участники в основном положительно относятся к практике трансязычия во время обучения и

используют его для различных целей; однако используемые языки, исключают казахский. Результаты исследования могут быть важны для директивных органов в образовании, поскольку данная работа выявляет точку зрения учителей на целенаправленное использование нескольких языков в классе. Это исследование указывает на необходимость обучения учителей преимуществам использования трансязычия в качестве инструмента для обучения.

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## Chapter 1: Introduction

The language policy in Kazakhstan today is considered to be a reflection of its sociodemographic and linguistic complexity (Smagulova, 2008). According to the Law on Languages (1997) of the Republic of Kazakhstan, the Kazakh language is the state language. Russian, on the other hand, is used as an official language along with Kazakh in governmental organizations and local authorities, and each citizen has the right to speak their mother tongue as well as to choose their language of communication and education (Law on Languages, 1997). Recently, the high prevalence of English all over the world has also affected Kazakhstan. Kazakhstani leaders might view the English language “as having a vital role in national modernization and development” (Adamson & Morris, 1997, as cited in Zhetpisbayeva, Shelestova, & Abildina, 2016, p. 660). Thus, in 2007, the first President of Kazakhstan launched the project “The Trinity of Languages” that promoted the idea of its citizens knowing Kazakh, Russian, and English (Nazarbayev, 2007). This was further developed into the Trilingual Education Policy, and according to it, today, Kazakhstani students study the Kazakh language, the History of Kazakhstan and Kazakh Literature in Kazakh; the Russian language and World History in Russian; and the English language, Computer Science, Physics, Chemistry and Biology in English (MoES, 2015). Therefore, under the Trilingual Policy, the three languages have been divided according to subject and are taught separately, following a monolingual norm (Jorgensen, 2008). However, Ogutu and Kanana (2003) outlined that in a multilingual situation, like in Kazakhstan, where individuals have more than one language in their linguistic repertoire; people have a tendency to alternate between two or more languages simultaneously during their speech. Thus, translanguaging or using students’ first language (L1) while learning in a target language (TL) seems to be an inevitable practice in a classroom with multilingual students (Garcia, 2009).

### **Problem Statement**

The implementation of the Trilingual Education Policy may have influenced the language attitudes of content teachers' teaching in English as a medium of instruction (EMI) and their practices, as teaching content subjects through students' second or third language (L2/L3) causes certain challenges (Karabassova, 2017). One of them is that content and language integration can be difficult for teachers who have a poor level of English proficiency (Lazarevic, 2019) which, in turn, might lead to the fear that the content of science subjects would be lost (Pladevall-Ballester, 2015). As the English language is a foreign language for students, too, they might face difficulties understanding instructions in English, and, accordingly, fail to acquire the content.

In accordance with Cummins' Interdependence Hypothesis (1979, as cited in McCracken, 2017), skills transfer between L1 and L2; consequently, it is easier to develop additional languages if the speaker's L1 is well-developed. Moreover, McCracken (2017) stated that if the concept is already known in L1, comprehension in the TL is attained with minimal effort. Therefore, employing translanguaging, which involves the use of students' L1 as a means to make meaning while delivering the subject content, might be beneficial in science classrooms, as it enables better comprehension (Garcia, 2009; Garcia & Wei, 2014).

However, Karlsson, Larsson, and Jakobsson (2019) stated that some science teachers seem to not take advantage of their student's linguistic repertoire. While Lee's (2005) study found that science teachers might be unaware of the methods involved in organizing EMI lessons, (as cited in Karlsson et al., 2009), other studies (Cargile, 2018; Kircher, 2016, as cited in Rivera and Mazak, 2017; Redinger, 2010) showed that their practice of translanguaging is dependent on their language ideologies. For instance, Burtan and Rajendram (2019) found that some teachers' beliefs regarding language practices

could be influenced by the school's English language requirement, despite their understanding of the importance of L1 in teaching content subjects. Therefore, these teachers seem to believe that only English, without recourse to their students' L1, should be used in the classroom (Burtan & Rajendram, 2019). Thus, teachers' translanguaging practices in teaching content subjects might be dependent on their attitudes towards the languages.

Since the implementation of Trilingual Education aims at developing Kazakhstani students' competence in the Kazakh, Russian and English languages simultaneously (MoES, 2020), it is crucial to learn teachers' attitudes towards the roles of these languages and the extent to which the Kazakh and Russian languages are employed as a scaffold to the EMI in the teachers' pedagogical practice.

### **Purpose of the Study**

The main purpose of this study is to explore EMI content teachers' attitudes towards Kazakh, Russian, and English, their perspectives on translanguaging, and whether they perceive the phenomenon as a useful tool or an obstacle to students' understanding the content in English; and to identify the main reasons for their using or avoiding translanguaging.

### **Research Questions**

In compliance with the purpose of the study, the following research questions will help us to investigate the perspectives of content teachers instructing in English on the use of translanguaging in secondary education:

1. What language attitudes do EMI content teachers have?
2. What are EMI content teachers' perspectives on translanguaging?

Why?

### **Significance of the Study**

There is very little research in Kazakhstan regarding the use of translanguaging and teachers' attitudes towards this phenomenon. The current study was conducted to shed some light on Kazakhstani EMI content teachers' language attitudes and their perspectives on translanguaging. Thus, it may contribute further to an understanding of translanguaging practices in Kazakhstani classrooms. The results of the research might be important for policy makers to take into account as it reveals EMI content teachers' perspectives on the use of translanguaging for teaching under the Trilingual Education Policy. In addition, the study might be used by other researchers who are interested in the linguistic situation in Kazakhstan in the future.

### **Outline of the Study**

The study consists of six chapters. This first chapter provides the background of the research problem and presents the research purpose, the research questions, and the significance of the study. The next chapter elaborates on the existing body of literature that is relevant to teachers' language attitudes and translanguaging practices. The third chapter focuses on the methodology of the study and includes the research design which was used to conduct the study, the research site and the participants engaged for the study, the procedure of data collection, and ethical issues. The following chapter is dedicated to the main findings arising from the data analysis. The fifth, the discussion chapter, lays out the analysis of the findings in relation to the literature provided in the second chapter. The last chapter, in turn, provides the conclusions as well as the limitations, recommendations and implications for further research.

## **Chapter 2: Literature Review**

This chapter presents a review of the previous studies from the international and local Kazakhstani contexts that have guided the research. The first section elaborates on the international studies that explored people's language attitudes. It is followed by a section dedicated to the studies on language attitudes in the Kazakhstani context. The third section presents the literature on translanguaging, while the fourth focuses on teachers' perspectives on translanguaging in the international context. Then, the fifth section discusses the studies on translanguaging carried out in Kazakhstan, and the sixth provides a description of EMI content subjects in Kazakhstan. The last section of the literature review sets forth the conceptual framework that was used to analyze the findings of the study.

### **Language Attitudes**

Research on language attitudes explores individuals' critical reactions to a wide range of language behaviors (Cargile, 2017). Baker (1992) identified two components of language attitudes: instrumental orientation and an integrative orientation. These two orientations differ in the purpose of the language use. The first one incorporates pragmatic, practical motives (Baker, 1992), for example, the knowledge of a language may be useful for being employed, receiving recognition or getting a promotion. According to Baker (1992), this is mainly self-oriented and egocentric. As for the second component, an integrative orientation concerns the need for relationship, as it is interpersonal (Baker, 1992). Learning a language to improve communication with other people or to become respected can be examples of the integrative orientation.

Thus, people learn languages for different purposes, and consequently, have different attitudes towards them. It might be important to explore language attitudes, especially while policymaking in education, as, according to Razfar (2012, as cited in Weekly, 2019), teachers' beliefs, attitudes, and practices are interrelated and shape

teaching ideologies. It can also be considered to be essential in understanding their views on such multilingual practices as code-switching and translanguaging.

Studies on teachers' and learners' language attitudes have been conducted in many countries and different contexts (Alalou, 2009; Kosmarskaya, 2015; Redinger, 2010). However, only the relevant research that was carried out in the similar linguistic context as in Kazakhstan was considered in the literature review. One of those studies was undertaken by Alalou (2009) in Morocco among Moroccan French teachers. It was targeted towards an analysis of French teachers' attitudes towards French via questionnaires. Three languages: French, Arabic, and Tamazight coexist in Morocco; however, only French is perceived as a language of importance both in daily life and education, even though standard Arabic is a national language (Alalou, 2009). The findings of this study by Alalou (2009) showed that despite the fact that teachers' native languages are Arabic (almost 59%) or Tamazight (35%), the majority accepted the French language as "a medium for modernity" and "a medium of accessing science and technology" (Alalou, 2009, p. 573). Even those teachers, who had negative attitudes towards French, pointed out its advantages, especially in education. The study shows that even though the state is trying to elevate the status of Arabic as a national language under its Arabization policy, the French language "plays an important role as a window to the outside world" (Alalou, 2009, p. 573).

Similarly, another study found that speakers' language attitudes influence their attitudes towards the use of translanguaging practices. The study was conducted in Luxembourg in 2010 by Redinger. He explored teachers' and students' language attitudes towards Luxembourgish, French, and German, and their use in education. According to the study, German and French are used as a medium of instruction at different stages of curriculum, and the Luxembourgish language is "frequently used as an unofficial medium

of communication inside the classroom” (Redinger, 2010, p. 24). Even though Luxembourgish is considered to be the native language of the majority of the population in Luxembourg, the dominance of French and German in the administrative, legislative and educational contexts causes tension between these languages (Redinger, 2010). The study results showed that the majority of students expressed positive attitudes towards Luxembourgish in an educational context rather than French and German. Furthermore, referring back to Razfar (2012, as cited in Weekly, 2019), it was discovered that language attitudes play a significant role in the language choice of speakers, as speakers who had negative attitudes towards French spoke that language less frequently than others. This is yet another study which proves that the language attitudes of speakers influence their attitudes towards the use of translanguaging practices.

Among the studies on language attitudes, a large number has presented attitudes towards English (Sung, 2019), which might be caused by its prevalence all over the world. Studies by Al-Masheikhi, Al-Mahrooqi, and Denman (2014), Amukena Nyqvist (2016), Curran and Chern (2017), and Jeong-Ah (2010) explored teachers' and learners' attitudes towards English, and all of these studies found that the majority of participants had positive attitudes. English was viewed as a language providing educational opportunities (Amukena Nyqvist, 2016; Mbato & Kharismawan, 2018), the ability to understand people from other countries (Jeong-Ah, 2010), and to gain intercultural awareness (Curran & Chern, 2017). Moreover, the learners in the study by Al-Masheikhi et al. (2014) agreed that English is the language of science and technology.

Considering the existing Central Asian literature, it was found that one of the post-Soviet countries, Kyrgyzstan, has a similar linguistic context to Kazakhstan. Nowadays, in independent Kyrgyzstan, Kyrgyz is the state language, however, Russian is still considered to be the dominant language in education and that of every-day communication

(Kosmarskaya, 2015). Kosmarskaya (2015) stated that Kyrgyzs perceive Russian as a marker of prestige and “as a language of wider communication” (p. 15), while those who have little Russian competence remain underprivileged. The analogous linguistic situation can be observed in a study by Simeki (2010) in the Ukraine, where the Ukrainian language is known as the state language. However, as in most of the studies which have been reviewed here, the Ukrainian language does not correspond to this high status in non-official communication where it is replaced by Russian. The analysis of the survey, conducted by one of the governmental funds, showed that 55% of citizens approved of Russian being an official language of the state along with Ukrainian (Simeki, 2010). Fierman (2012) claimed that Russian is still used as a means of communication in many post-Soviet countries and possesses a high level of prestige.

### **Language attitudes in Kazakhstan**

Most of the previous studies about language attitudes in Kazakhstan were focused on the attitudes of the citizens (Smagulova, 2006, 2008; Alaidarova & Urazalina, 2019). The study by Smagulova (2006) was aimed at shedding light on the language conflict in Kazakhstan and on the attitudes of citizens' towards Kazakh and Russian. According to her, it cannot be denied that there is a conflict between Kazakh and Russian. Due to the association of Russian with urban residency and better education, people had positive attitudes towards the Russian language (Smagulova, 2006). Smagulova (2006) claimed that such stereotypes concerning the superiority of Russian made learning Kazakh undesirable, which might be the reason for 40% of Kazakhs not speaking Kazakh in the 1980s (Fierman, 2005). Even after several years, in 1997, the status of Kazakh being a state language did not correspond to its position in the social-communicative realm (Arenov & Kalmykov, 1997).

A similar pattern can be observed in a study by Abdrahmanova (2017) about teachers' and students' perceptions of the role of L1 in foreign language classes. It was found that teachers use Russian more than the Kazakh language as L1 in teaching languages and science, even though both teachers and students were fluent in Kazakh (Abdrahmanova, 2017). This demonstrates that the Russian language still “enjoys superior reputation” in the education sphere in Kazakhstan as a result of “the incorporation of Kazakhstan into the Soviet Union” (Smagulova, 2006, p. 305).

### **Translanguaging**

The term translanguaging was initially introduced by Cen Williams in his unpublished thesis, "An evaluation of teaching and learning methods in the context of bilingual secondary education", in 1994. He used the term ‘translanguaging’ as *trawsiethu* to refer to the educational practices in which students were requested to alternate between English and Welsh (Paulsrud, Rosen, Straszer, & Wedin, 2017). Williams defined translanguaging as the act when information is received in one language and produced in the other (Hopewell, 2017). This was further argued by Doiz and Lasagabaster (2017) who claimed that translanguaging is not just an alternation between two languages or the use of two languages by bilinguals. According to them, translanguaging is “a systematic and strategic process that allows the speaker to make meaning and to foster the affective side of language use in such a way that bilinguals use the whole linguistic and semiotic repertoire at their disposal to shape their experiences and create meaning” (p. 160).

Since then, the use of translanguaging both as a concept and as an educational practice has been expanded, and scholars in the field of multilingual education have suggested new definitions and applications for translanguaging. Ofelia Garcia (2009), one of the prominent scholars on translanguaging, defined translanguaging as the act of multilingual selecting various linguistic features or modes of autonomous languages

strategically to optimize communicative ability. It is not about mixing separate languages; rather, translanguaging is multilingual using their entire linguistic repertoire, thus assessing language features to express themselves monolingually (Burton & Rajendram, 2019; Garcia & Li Wei, 2014). In other words, it refers to the assumption that languages are not separated systems but 'form an integrated system' (Canagarajah, 2011), implying a holistic view of language and seeing speakers' language repertoire as an important resource (Cenoz, 2017; Garcia, 2009).

Paulsrud et al. (2017) noted that translanguaging originated with pedagogical methods where students' entire linguistic repertoire was involved. Then, it developed into a concept that presents new perspectives on languages and their use (Paulsrud et al., 2017). However, Canagarajah (2011) claimed that there is still a gap between translanguaging as a concept and translanguaging as a practice. Understanding teachers' views on translanguaging practices in the classroom might be one way to fill in this gap. Before addressing this issue, however, let us define what translanguaging as a pedagogical practice is.

Translanguaging pedagogy is the designing of plans and the development of teaching strategies based on multilingual students' linguistic repertoire as a resource both in learning and teaching (Canagarajah, 2011; Garcia & Li Wei, 2014; Otheguy, Garcia, & Reid, 2018). The following four main purposes for adopting translanguaging as pedagogy were suggested by Garcia, Johnson, and Seltzer (2016): supporting students in the comprehension of content and texts; providing opportunities to improve students' academic linguistic practices; creating a space for bilinguals to create knowledge; and maintaining bilingual identities (Infante & Licona, 2018). Translanguaging pedagogy also involves teachers helping their students become aware of their linguistic repertoire, and to use it appropriately for different purposes and situations (Burton & Rajendram, 2019).

Garcia (2009) stated that teachers should “maximize communication” using students’ language practices and linguistic repertoire in order to succeed in communication and education (p. 152). Showing students that their L1 can be a resource to scaffold the learning of content might ensure better academic performance (Rosiers, 2017), and motivate students and decrease their anxiety (Adnan, Mohamad, Yusoff, & Ghazali, 2014). Conversely, according to Norton (2000, as cited in Garcia, 2009, p. 152), linguistic uncertainty and lack of confidence might lead to the poor learning performance of minority language.

### **Perspective on Translanguaging: International Experience**

Research on translanguaging conducted in the field of multilingual education has reported its varying benefits to teaching and learning in the classroom (Arthur & Martin, 2006; Blackledge & Creese, 2009; Canagarajah, 2011; Hopewell, 2017; Rosiers, 2017; Toth & Paulsrud, 2017). Translanguaging practices through the use of an additional or foreign language functioning as a scaffolding tool can assist in understanding the content in the target language (Bloom, 2008; Lin, 1996, as cited in Garcia, 2009, p. 153). Moreover, other research shows that using translanguaging increases participation and provides enhanced access to the curriculum (Arthur & Martin, 2006; Blackledge & Creese, 2009). It also allows students to draw on their previous experience, knowledge, and cultural background in developing new knowledge in their different subjects in school (Paulsrud et al., 2017). Even though the literature yields enough information on the benefits of different languages coexisting in the classroom (Garcia, 2009), translanguaging practices are not fully supported by teachers.

Translanguaging practice contrasts with the one-language ideology promoting a monolingual approach (Gal & Irvine, 1995, as cited in Schissel, Korne, & Lopez-Gopar, 2018). Commonly, bilingualism and bilingual students have been viewed as a problem for

a long time (Cummins, 2000, as cited in Paulsrud et al., 2017, p. 11). However, there is no empirical data to support monolingual orientations in teaching and learning (Hopewell, 2017). According to Hopewell (2017), despite the lack of evidence, most of the bilingual education programs strictly separate languages, requiring “learning in and through only one language at a time” (p. 74). Cummins (2005, as cited in Blackledge & Creese, 2010, p. 202) explained that this separation was caused by the continuous persistence of monolingual instructional approaches in schools. Another explanation could be the fact that the presence of the L1 while speaking in the target language is considered to be “an easier or lazier way of speaking” or an indicator of language deficiency (Doiz & Lasagabaster, 2017, p. 158).

Nowadays, many teachers feel positive about using translanguaging as they take into account all of its advantages, however, there are still those who are against it. Numerous studies (Allard, 2017; Nambisan, 2014; Schissel et al., 2018; Yuvayapan, 2019; Wang, 2019) revealing teachers' attitudes and perception of translanguaging have, to date, been carried out and one by Schissel et al. (2018) was held in Oaxaca, Mexico. The purpose of the research was to explore teachers' perspectives on translanguaging practices in classroom language assessments. It was conducted within the framework of an action research case study using different research instruments: interactions, discussions, surveys, documentation, and focus group interviews. The findings showed that teachers held contradicting views towards the use of translanguaging in the classroom, thus presenting both supportive and opposing arguments for its use. Moreover, teachers expressed that institutions advocating a monolingual approach do not support the integration of translanguaging into their teaching practice and in the assessment. Thus, according to Schissel et al. (2019), the pressure exerted by the environment and expectations regarding

students' academic achievements in standardized tests prevent teachers from using translanguaging in teaching.

The results of some studies (Doiz & Lasagabaster, 2017; Ogutu & Kanana, 2003) demonstrated that the majority of teachers perceived translanguaging as a threat and were not willing to use it in teaching. One of these studies was undertaken in the Basques Autonomous Community (BAC) by Doiz and Lasagabaster (2017). On the basis of the qualitative research design, three discussion groups participated in the study. The findings were analyzed within Macaro's (2009) framework of three distinct theories: the 'virtual' position, the 'maximal' position, and the 'optimal' position. The first position, the 'virtual' one corresponds to the belief that supports the use of only the TL, which means that there is no space for translanguaging. The 'maximal' position is based on the belief that using some L1 should be allowed as a teacher understands that using only the TL is not achievable, however, a teacher feels a sense of guilt for this. The last 'optimal', position is represented by teachers with the belief that using different languages may improve learning and who therefore support translanguaging. According to the results of the study, the majority (8 out of 13) of teachers appeared to represent the 'virtual' position. They expressed the view in which the use of L1 while teaching in TL is considered a problem. In contrast, only two teachers took the optimal position, which stands for the use of translanguaging.

However, several other studies (Allard, 2017; Ofaletse & Oats, 2019; Nambisan, 2014; Wang, 2019) have revealed that some teachers hold positive attitudes towards using students' L1. These studies indicate that the use of translanguaging enables students to understand the subject content better and overcome communication issues in the classroom. The teachers that participated in these studies reported that they use translanguaging to clarify texts in English (Allard, 2017), to enable the participation of

students with low English level (Nambisan, 2014), and for explanatory and managerial purposes (Wang, 2019). In investigating teachers' practices of and perspectives on translanguaging in two Swedish EMI classrooms, Toth and Paulsrud (2017) found that the teachers in their study used translanguaging practices to increase students' participation and to facilitate communication. Likewise, Yuvayapan's (2019) study revealed that English teachers in Turkey believed that the use of Turkish (their students' L1) in their classes enables the participation of the students with a low level of English.

### **Perspectives on Translanguaging in Kazakhstan**

Despite a dearth of empirical studies done on translanguaging in Kazakhstan this subsection presents the findings from the few that have been conducted. The study by Belova (2017) found that although learners in Kazakhstan use translanguaging practices for formal communicative situations, the majority avoid alternating between languages. The researcher connected this phenomenon with their belief that this could deteriorate their learning of the TL. Similar results were obtained by Ospanova (2017) in her study on students' perceptions of code-switching in a program with EMI. According to her, students perceived the alternation between languages negatively, as they consider it "as a marker of professional incompetence" (p. 49). But still despite the presence of these negative attitudes students, use their L1 for the purpose of translation, explanation, and clarification.

The recent study by Tastanbek (2019), aimed at exploring pre-service teachers' beliefs on translanguaging, showed that the majority of pre-service teachers had positive attitudes towards the use of translanguaging as a common practice. This is another study that, similarly to the study by Doiz and Lasagabaster (2017), used Macaro's (2009) framework to analyze the data obtained from semi-structured interviews. The use of learners' entire linguistic repertoire was perceived as a resource by pre-service educators.

However, they preferred using English as much as possible because of their insufficient exposure to English outside of the classroom and a feeling of guilt for using L1.

These studies that have been undertaken in Kazakhstan show that learners and educators have different attitudes towards and perceptions of translanguaging practices. The scarcity of research on translanguaging in Kazakhstan, however, demonstrates that this phenomenon needs to be investigated further.

### **EMI Content Subjects in Kazakhstan**

The implementation of the Trilingual Education Policy has changed several aspects of the curriculum including the medium of instruction for science subjects. Since 2017, English has been gradually integrated as a language of instruction in subjects like mathematics, physics, biology, chemistry, and computer science (Irsaliyev et al., 2017). According to the language policy in Nazarbayev Intellectual Schools (NIS AEO, 2019), developed on the basis of the state program of development and the functioning of languages in the Republic of Kazakhstan, learning a second or a foreign language is carried out through a “switching” strategy. It consists of four phases: full implementation of the strategy takes place in the first and second phase, while in the third it is discretionary, and then completed in the fourth one (NIS AEO, 2019, p. 3). In other words, only 30% of the lesson is instructed in English in the seventh grade, while in the ninth grade it increases to 50%. Finally, in the 11<sup>th</sup> and 12<sup>th</sup> grades, the language of instruction is English only. Based on the switching strategy teachers follow the “one teacher-one language” approach; however, if students do not understand the content, the teacher can use Kazakh or Russian (NIS AEO, 2019, p. 3).

### **Conceptual Framework of the Study**

Blackledge (2008) stated that “the values, practices, and beliefs associated with language use by speakers” can be described as language ideology (as cited in Jonsson,

2017, p. 29). In other words, language ideologies affect speakers' language attitudes and translanguaging practices (Jonsson, 2017). Therefore, Ruiz's (1984) three orientations: language-as-problem, language-as-right, and language-as-resource are used as a guide for data analysis in the current study. This framework has been found very useful in previous research on the use of L1 in multilingual classrooms (Fredricks & Warriner, 2016; Iversen, 2019).

Ruiz (1984) formulated the orientations concerning "the deficit perspectives on linguistic minorities" and trying to "draw attention to the positive aspects of individual and societal multilingualism" (Hult & Hornberger, 2016, p. 31). The language-as-problem orientation is built on the idea that linguistic diversity is a threat to the unity of a nation (Hult & Hornberger, 2016). It is "often associated with assimilationist discourses" (Iversen, 2019, p. 4). According to Iversen (2019), the language-as-problem orientation refers to not only speaking languages other than the dominant one but also to the lack of proficiency in the majority language. In the context of this study, it is associated with the ideology of EMI content teachers when they perceive using languages other than English and poor English proficiency level as a hindrance or a threat.

The language-as-right orientation is based on the notion that linguistic inequality leads to societal inequality (Iversen, 2019). It has a weak and a strong version (de Jong, Li, Zafar, & Wu 2016) or positive and negative rights (Hult & Hornberger, 2016). Macias (1979) explained the language-as-right ideology as the right to choose the language to use in communication and to be free from linguistic discrimination (1979, as cited in Iversen, 2019). The idea can be interpreted as EMI content teachers allowing students to use their L1 or any other language in their linguistic repertoire, hence taking into account their linguistic rights.

The language-as-resource orientation can be considered a reaction to the significant limitations of the other two orientations, and according to this particular one, language other than the dominant one is viewed as an asset (de Jong et al., 2016). It values multilingualism, linguistic and cultural diversity and promotes advanced bilingualism (Hult & Hornberger, 2016). In other words, using students L1 in EMI content subject does not raise problems; conversely it is viewed as a resource and assisting teaching tool.

### **Conclusion**

The Literature Review chapter has discussed the definition of language attitude and its influence on teachers and students in their translanguaging practices. Having described the findings of some international studies, this chapter has also analyzed the Kazakhstani studies on language attitudes. Aimed at defining translanguaging as a concept and as a pedagogical practice, there was a section dedicated to translanguaging, which was followed by the discussion of the international studies on teachers' perspectives on translanguaging. In addition, this chapter reviewed some Kazakhstani studies that investigated translanguaging and included the description of EMI content subjects in the Kazakhstani context. Furthermore, the conceptual framework of this study that was used for the analysis of the findings was described.

### **Chapter 3: Methodology**

This chapter aims at presenting the research design and the instruments used to answer the research questions that guide this study. The purpose of this study was to discover the language attitudes of EMI content teachers in secondary education and their perspectives on translanguaging by answering the following research questions:

1. What language attitudes do EMI content teachers have?
2. What are EMI content teachers' perspectives on translanguaging?

The sections in this chapter provide the details of this qualitative research and include the research design, the research site, the participants, and the data collection instrument. This chapter also includes sections that describe the data collection and data analysis procedures and are followed by a section focused on the ethical considerations.

#### **Research Design**

A qualitative study design was selected as the most suitable approach to answer the research questions that complied with the research purpose to explore EMI content teachers' attitudes towards languages and their perspectives on translanguaging. As Maxwell (2011) outlined, a "qualitative study suits best to understand the 'meaning' which refers to cognition, affect, intentions, and participants' perspective" (p. 30). Another rationale behind choosing a qualitative research method is that it allows for exploring a problem and developing an in-depth and detailed understanding about a central phenomenon (Creswell, 2012). Moreover, as the literature provides little information (Creswell, 2012) about translanguaging practices in Kazakhstani classrooms as well as teachers' perspectives on it in Kazakhstan, the researcher needs to obtain more information about the participants' experience and practices by obtaining comprehensible replies about the central phenomenon.

Due to the limited time and scope of the research, it was difficult to attract a large number of participants. However, we could benefit from employing a qualitative research design as it enabled us to reveal rich data on the participants' views despite their small number (Creswell, 2012).

According to Duffy (2015), the case study approach is widely utilized to determine the use of language in teaching and learning. It is also applied in some quantitative studies, yet is predominantly employed for qualitative studies, for the refinement of a theory, or for developing new perspectives. It is inductive, in-depth, and holistic by nature, and involves deep contextualization and a small set of participation. Therefore, this approach suits the current research study well.

### **Research Site**

As the study aimed to explore EMI content teachers' perspectives on translanguaging, the research site was a secondary school where content subjects were taught in the target language, English. Thus, the choice of the site turned out to be two Nazarbayev Intellectual Schools (NIS) in Kazakhstan. The main reason for this was that under the Trilingual Education Policy, NIS was amongst the pilot schools where content subjects were conducted in English. It means that this practice had been implemented earlier and the school had more experience regarding the use of translanguaging than others. Moreover, the fact that according to the requirements of NIS, teachers and students have good English proficiency levels could help us to identify various perspectives on translanguaging as well as the reasons to translanguage while teaching.

NIS offers a curriculum in which different subjects are taught separately in Kazakh, Russian, and English via a monolingual approach (AEO, 2019). Representatives of 19 nationalities study at the school, and the majority (93%) of them were Kazakh (AEO, 2019). According to the NIS Language Policy (2019), all students are fluent in Kazakh and

Russian. Thus, these two languages are allowed to be used as additional languages in the lessons that are instructed in English.

### Sample

As has already been mentioned, EMI content teachers were the main focus of this study. To attract these participants, the purposeful sampling strategy was used because it allows the researcher to select participants intentionally to develop an in-depth understanding of the central phenomenon (Creswell, 2012). According to Patton (1990), the main criterion for selecting them is that the participants be “information rich” (as cited in Creswell, 2012, p. 206).

Table 1.

*Characteristics of EMI content teachers*

<b>Participant</b>	<b>Subject</b>	<b>Grade</b>	<b>Work experience</b>	<b>Linguistic repertoire</b>	<b>Ethnicity</b>
Arman	Chemistry	9 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	4 years	Kazakh, Russian, English, Turkish	Kazakh
Alina	Biology	11 <sup>th</sup> , 12 <sup>th</sup>	3 years	Kazakh, Russian, English, Turkish	Kazakh
Aliya	Biology	10 <sup>th</sup> , 11 <sup>th</sup>	9 years	Kazakh, Russian, English	Kazakh
Diana	Computer Science	8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup>	3 years	Kazakh, Russian, English	Kazakh
Kamila	Physics	7 <sup>th</sup> , 8 <sup>th</sup>	1 year	Kazakh, Russian, English	Kazakh
Samat	Physics	9 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	6 years	Kazakh, Russian, English	Kazakh

Creswell (2012) claimed that determining the sampling strategy to choose participants for the study before data collection or after data collection has started is required. In accordance with the purpose of the study, which is to investigate EMI content teachers' perspectives on translanguaging, maximal variation sampling was applied as it helps the researcher to develop many perspectives about the central topic (Creswell, 2012). Since different perspectives can be revealed from individuals who differ according to their characteristics, the participants of this study differed by the subjects they teach, their age, and work experience. Initially, the researcher planned to interview eight teachers; however, not many teachers were willing to participate. Eventually, two teachers of biology, two teachers of physics, one chemistry teacher, and one computer science teacher took part in the study.

### **Research Methods**

One-on-one semi-structured interviews were chosen as an instrument to collect data on EMI content teachers' language attitudes and perspectives on translanguaging. In addition, interviewing can be "a flexible tool" in collecting data (Cohen, Manion, & Morrison, 2007, p. 349) allowing researchers to elicit detailed information (Creswell, 2012). However, as Creswell (2012) outlined, one-on-one interviews, among other types, are the most time-consuming ones.

The interview questions of this study consisted of three parts: the first part was focused on the participants' background, while the second one included questions revealing their language attitudes, and the questions in the last part was aimed at identifying teachers' perspectives on translanguaging. Thus, these last two parts sought to answer the research questions of this study. The interview questions were translated beforehand into three languages (Kazakh, Russian, and English) to allow participants to choose their preferred language (see Appendix A).

### **Data Collection Procedures**

After the interview questions were formulated, they were piloted with several students from Nazarbayev University Graduate School of Education. This step helped us to identify inappropriate and unclear questions and to adjust them. Once the data collection instrument had been tested, the researcher sent a letter to the email address of two Nazarbayev Intellectual Schools on the 2<sup>nd</sup> of December 2019 (see Appendix B). The reply that not many teachers were willing to take part in was received after several days, thus the researcher had to contact the Research Department of NIS. The representative of the department required the details of the study (see Appendix C) and informed that the researcher had been provided access to the designated schools upon their agreement. Moreover, the department sent us the email addresses of responsible people who would arrange meetings with the teachers and the time for interviewing them.

The first semi-structured interview was conducted on the 10<sup>th</sup> of December. Before each interview, the participants were asked if they were participating in the study voluntarily and then provided with the consent form (see Appendix D) to obtain their signatures. Then, the researcher explained the purpose of the study and its nature. The interviewees had the right to select and use the language of their interview (Kazakh, Russian, and English) for answering the questions. In addition, the participants were asked if their interviews could be audio-recorded for further examination. One-on-one semi-structured interviews were held at the research site and each took approximately 30 minutes. As mentioned previously, the first part of the interview included questions regarding their background, the second part focused on their language attitudes, and the third consisted of questions concerning the use of translanguaging. The specialized term 'translanguaging' was not used in the interview questions to avoid incomprehension and was paraphrased into "the use of students' L1 in teaching". The researcher listened to the

interviewees very carefully and ensured the participants that the findings of the study would be shared with them at the end of the interviews.

### **Data Analysis**

Having conducted six semi-structured interviews, the researcher started the analysis of the qualitative data. For this purpose, the researcher proceeded with the six steps suggested by Creswell (2012). First of all, the researcher transcribed all of the audio-recorded interviews: two in Kazakh, two in Russian, and two in English (see Appendix D). The transcribing of each interview took approximately two hours, as this process is labor-intensive (Creswell, 2012). Then, the transcriptions of the recorded interviews were duplicated onto a laptop and a Google Drive file.

The transcriptions were read several times by the researcher, as it was necessary to explore the data carefully by taking into account all its details. The next step was the coding process, wherein the researcher developed codes from the text segments. Initially, there were approximately sixty-five codes, which then resulted in the development of seven themes. Thus, after coding the obtained data, the codes were categorized into the themes that represent the following major ideas: attitudes to Kazakh, attitudes to Russian, attitudes to English, positive attitudes to translanguaging, negative attitudes to translanguaging, reasons for translanguaging, and the language for translanguaging.

In the next stage, the researcher analyzed the data and reported the main findings using a narrative discussion (Creswell, 2012). The interpretation of the data included the researcher's personal reflections and views in contrast with the existing body of literature. In order to ensure the accuracy of findings and interpretations, one willing EMI content teacher who participated in the study was asked to conduct a member checking. This participant was sent the interpretations of her answers via email and was asked to read

them and inform us of any necessary changes. Two days later the respondent sent an email with some clarifications of her answer, thus minor changes to the findings were done.

To conclude, the data analysis was based upon the steps suggested by Creswell (2012). Firstly, the data was prepared for the analysis, and then it was explored and coded. The next steps were to form themes and interpret the findings, which were followed by the validation of the findings' accuracy through member checking.

### **Ethical Considerations**

Social researchers have to take into consideration the effects of their study on participants and respect them by taking responsibility for this (Cohen et al., p. 58). Thus, in order to consider all the main ethical issues, a checklist offered by Patton (2002) was used by the researcher. According to it, the general ethical issues are "reciprocity, assessment of risk, confidentiality, informed consent, and data access and ownership" (as cited in Creswell, 2012, p. 230).

The risks involved in this research did not exceed those ordinarily met in daily life, and in order to ensure that the study posed no more than minimal risk to the participants, it received ethical approval from the Graduate School of Education Research Committee of Nazarbayev University before the data collection. During the data collection, the participants' names were replaced by pseudonyms to protect them and provide confidentiality. Moreover, neither the exact school name nor its geographical location was mentioned in the thesis. All of the obtained data has been stored in the personal computer of the researcher and is protected by a password that is accessible only to this researcher.

At the beginning of each interview, the participants received an informed consent form where they could be introduced with the purpose of the study and its nature. All the teachers in the research participated voluntarily and had the choice to not answer any

interview question. In addition, the participants will have access to the study at the end of the research.

### **Conclusion**

This chapter was targeted at providing a description of the methodology used in the research. More specifically, it presented information on the research design, research site, its participants, the research method, data collection procedures, data analysis, and ethical considerations. To explore content teachers' perspectives on translanguaging, six EMI teachers were interviewed at the research site. All main ethical issues were considered during the data collection and its report. The following chapter will discuss the major findings obtained from the interviews.

## **Chapter 4: Findings**

The current chapter focuses on the main findings revealed from the six semi-structured interviews at the research site. The purpose of the study was to explore the language attitudes that EMI content teachers have and their perspectives on translanguaging in their pedagogical practice. In accordance with the research purpose, the following research questions helped to achieve the aim of the study:

1. What language attitudes do EMI content teachers have?
2. What are EMI content teachers' perspectives on translanguaging?

A coding procedure helped to identify the main categories and organize the chapter under the emerged themes, which correspond with the research questions. The first section discusses the language attitudes of EMI content teachers, which is further divided into attitudes towards Kazakh, attitudes towards Russian, and attitudes towards English. The second section reveals the findings on EMI content teachers' perspectives on translanguaging and these are organized under the following subheadings: translanguaging as resource and translanguaging as a problem.

### **EMI Content Teachers' Language Attitudes**

As the first research question strives to investigate the EMI content teachers' attitudes towards the three languages used under the Trilingual Education Policy, it was discovered that all of the interviewed teachers have a command of the Kazakh, Russian, and English languages. Thus, they answered the interview questions taking into consideration three languages they used, thus the reason for organizing the first section into three subsections: attitudes towards Kazakh, attitudes towards Russian, and attitudes towards English.

#### **Attitudes towards Kazakh**

The interview questions considered all three languages from the perspectives of daily use in our society and academic use in education. During the interview, all of the six participants stated that they knew Kazakh; however, only two of them appeared to use Kazakh in their daily life whilst other respondents seemed to prefer using Russian. The participants who used Kazakh in their daily lives explained their choice as follows: “I prefer speaking Kazakh in my daily life as I think in this language. Furthermore, I am from a Kazakh speaking family, and it’s convenient to express my thoughts in Kazakh” (Diana) and “I speak Kazakh because I love my language; it is beautiful” (Arman).

In response to a similar question about the language of everyday life, one of the Russian speaking teachers gave an interesting reply:

I speak Russian ...; however, I feel guilty towards my students, as I understand the responsibility of being a model for them. I should speak Kazakh more, and my colleagues should do it, too. It is time to elevate the status of Kazakh. (Samat)

The most striking result to emerge from the data was that many of the interviewees were not positive about the use of Kazakh in education; only two participants (Diana, Arman) claimed that all languages in education are equally valued. This can be observed from the quote: “I cannot separate languages; I think all of them are necessary” (Diana). Reiterating this view, Arman extensively elaborates that:

All languages have their own benefits, and it is not right to label them like that. Literature in Kazakh, for example, cannot be translated into other languages expressing everything the way it is in Kazakh. Everything is good in its original version, thus I value all languages equally in education. (Arman)

As for the other respondents, they think that knowing Kazakh is not required in education as students can afford to do without it. Two-thirds of participants mentioned the materials on their subjects, which are usually in English and sometimes in Russian but not in Kazakh

because materials on science subjects are either not available in Kazakh or are of poor quality.

In education, Kazakh is not necessary, especially in biology. All the books and materials are in English or in Russian; I do not consider Kazakh to be the language of science. I tried once to read a biology book in Kazakh, but I did not like the translation, it was not of adequate quality. Even for an adult, it was difficult to understand not to mention children. (Alina)

Another common view regarding the importance of language in education among the teachers is illustrated in the following responses: "I am Kazakh, but for me, the Kazakh language is more associated with traditions, history, and culture. I cannot perceive information on physics in Kazakh, I do not know why" (Kamila) and "I cannot translate the words connected with my nation and traditions into another language" (Arman). These responses indicate that the teachers associate each language with certain domains and cannot use one language instead of another.

### **Attitudes towards Russian**

As has been previously mentioned all interviewees have a good command of the Russian language, and four of them prefer to speak it on a day-to-day basis. Surprisingly, one of these four respondents, Aliya, provided an interesting reason for why she speaks Russian in her daily life. She said that her first language was Kazakh, and it was comfortable to express her thoughts in this language which is why she had chosen to be interviewed in Kazakh; however, she uses Russian every day as people in her environment do not understand her L1.

Kazakh is not in high demand nowadays. Moreover, everybody at work speaks Russian, and not many people understand Kazakh. In addition, there are a lot of

nationalities in our country, and the majority of them know Russian, so I can say, it is a unifying language between the nations. (Aliya)

This answer might suggest that people choose the language of communication in accordance with their environment and the linguistic requirements of their language domains as in Aliya's case.

The overall attitude towards the Russian language in education was positive. EMI content teachers provided many reasons why knowing Russian was important in education in Kazakhstan. Half of those interviewed shared the idea that there are many high-quality resources on the subjects they teach that are available in Russian, and this was the main reason for their positive attitude towards the Russian language. In this regard, Kamila commented, "I think it is more beneficial to know Russian rather than Kazakh in education because there are many books, articles, and research written in Russian, which are easy to read and acquire". As for Alina, she responded, "we could leave some words as they are in English or in Russian without translating them because their translations are not always clear for us".

The finding that is worth mentioning is that interviewees were contrasting Russian and Kazakh all the time, even though they were not requested to do so. The teachers seemed to see the Kazakh and Russian languages in one category while the third language, which is English, was a separate language system for them.

### **Attitudes towards English**

As was expected, according to the answers of EMI content teachers, the English language was mostly associated with the development and prosperity of our country. They believed that knowing English has many advantages such as getting a good job, especially in international companies, receiving a high salary, and career promotions. Some teachers mentioned traveling abroad without translators and communicating with foreigners in

Kazakhstan as the benefits of knowing English. This view can be observed from the following responses: “For me, knowing English means the development, the promotion in the career, and the communication with foreigners” (Arman), “If you know English; it is possible to travel without translators over the world. As it is an international language (lingua franca)” (Kamila) and “there are some advantages to knowing English. For example, you can apply for a good job in an international company or get a higher salary at school” (Diana).

Nevertheless, the teachers admitted that English is not used in their daily life and claimed that it is only necessary for education. This difference in English usage was noted by Diana, indicating that: “You can survive without knowing English in our country but there are some advantages to knowing it”. Another teacher’s response showed that the Kazakhstani community itself seems not to encourage speaking foreign languages as can be noticed in the following extract:

Not many people know English. Besides, even if people know it, I think they feel awkward speaking English on the streets. I have noticed that people in our country do not endorse speaking in languages other than Kazakh or Russian. (Alina)

Overall, the teachers’ responses regarding English language use in education revealed a positive attitude towards it, and the interviewees’ answers regarding this can be seen in the following quotes: “English is a language of modern life” (Aliya), “English is the language of science” (Alina) and “English provides competitiveness” (Samat).

The most common answer concerning the benefits of knowing English was access to international sources as exemplified by the following extract:

Of course, English is more important in education rather than in our daily life. If you know English, you can easily read articles, books in English. And I think science is explained better in English, many complex topics have simple

explanations and simple descriptions. The number of English sources is more numerous than in other languages, thus knowing English gives it its own privileges. In addition to all of these, students with good English proficiency can enroll in top universities abroad. (Samat)

These answers suggest that the English language is assimilated for advancement, achievement, and access to the world. Even though it is not in demand in daily life, its high value in education was mentioned by almost all of the respondents.

Taken together, the results in this section indicate that there is an association between the respondents' attitudes towards the three languages in daily life and in education. The majority, to be accurate, two-thirds of the teachers appeared to prefer speaking Russian on a day-to-day basis. Moreover, these four interviewees believe that knowing Kazakh is not required in education, whilst knowing English is essential for achieving higher goals. Besides, the huge number of resources in English and in Russian used by the teachers diminishes the necessity of knowing Kazakh for teaching science subjects. This may be the reason why most teachers think that knowing English and Russian is enough for education. Unfortunately, EMI content teachers do not see any advantages in knowing Kazakh, and even perceive it as merely the language of culture and history but not of science. The next section, therefore, moves on to discuss the EMI content teachers' perspectives on the purposeful use of several languages or an alternation between them while teaching.

### **EMI Content Teachers' Perspectives on Translanguaging**

The second part of the interview was targeted at revealing content teachers' perspectives on translanguaging. However, the term 'translanguaging' could be new for many of them, therefore, in the interview questions, this term was replaced by its definition and paraphrased as 'purposeful use of students' first language'.

According to the interviewed EMI content teachers, alternating between languages in daily life can be considered a normal phenomenon. Except for Kamila, who claimed that she does not mix languages, all teachers reported that they switch from one language to another during their speech, usually between Kazakh/Russian and Russian/English. As Alina admitted, "I alternate between the languages I know while speaking. And I think it is okay, it is not a problem for me". This practice was echoed by Arman:

I do it every day. It is difficult not to mix because each topic and word that is associated with a certain language. If it is a term in chemistry, for example, I use English as I do not know the translations in Kazakh or Russian. I cannot also translate the words related to my nation and traditions into another language. And I think it is a norm to mix them, we are not robots to control everything and translate all the words. (Arman)

### **Translanguaging in Education**

However, the interviewees did not express the same perspectives regarding the use of translanguaging practices while teaching. The teachers conduct their lessons at different levels: from the 7<sup>th</sup> to the 12<sup>th</sup> grade, consequently, their perspectives on translanguaging as well as the language policy they use in the classroom differ depending on the grade in which they teach. The lower the grade, the more the teachers felt positive about using students' L1, while teachers of the 11<sup>th</sup> and 12<sup>th</sup> grades mostly tend to follow a monolingual approach in the classrooms as they try to use one language at a time. The teachers connect this with their students' level of English proficiency. They reported that in the 7<sup>th</sup> and 8<sup>th</sup> grades, students do not have enough English proficiency to understand the content in science subjects appropriately, and because of this, the school language policy allows teachers to use students' L1 in the lower grades. This can be seen from Kamila's comment, "according to the language policy of our school, students in the 8<sup>th</sup> grade can use their L1

during 70% of the lesson, and 30% is conducted in English". Similarly, another teacher responded positively to the use of L1 as scaffolding to understand the content of subjects:

I know it is difficult for students to change into another language right after they were studying in their mother tongue. Thus, I am for using their L1 in teaching, we should support them. The main duty of ours is to help our students when they are struggling. (Alina)

However, there were teachers who thought differently. For instance, Samat and Aliya believed that using students' L1 may confuse them and hinder the acquisition of the content in English. Regarding this, Aliya said, "If I use Russian, for example, students can understand the topic, but then, they might be too incompetent to explain it in English, while Samat shared the following:

...yes, I know that according to the school policy I can use their (students') mother tongue as 50% of the lesson can be held in L1 in the 9<sup>th</sup> grade, however, I believe that using simple language in English is better rather than explaining the content in Russian or Kazakh. You may ask 'why?' because I see no reason (to use L1). Students in the 9<sup>th</sup> grade can understand if I use simple words in English. Moreover, they have to get used to it, as in the 11<sup>th</sup> and 12<sup>th</sup> grade they will study content subjects only in English. (Samat)

As can be seen, the teachers demonstrated different views about using students' L1 when considering their level of English in teaching. Whilst a minority argued that they do not take it into account despite the school language policy, others agreed that it is essential to think about students' English level while lesson planning and using their L1 in teaching.

The interference of using L1 for the content acquisition was not the only reason for respondents being against this phenomenon. Some teachers mentioned the Cambridge Examination which is only taken in English by graduates at the end of the 12<sup>th</sup> grade.

Teachers believed that incompetence to elaborate on certain topics in English that was caused by the use of L1 could lead to poor performance in the examination:

I do not consider the English level of students while planning as we have a standard school program. In compliance with this standard, all students in an upper secondary education must have a B1/B2 level according to CEFR. There are topics which have to be completed by the end of the academic year because students take the Cambridge Examination and it is in English. If other languages are used during lessons, students may get confused or not remember necessary words in English as they do not focus on them when using Russian versions. (Aliya)

...it (using students' L1/translanguaging) prevents in-depth understanding and students have to get used to academic English as they take their exams in English. For example, many students from our school apply to universities abroad every year. There, nobody is going to speak to them in Kazakh or Russian, and that is why they have to practice their English even though they are struggling now. (Samat)

### **Reasons for Translanguaging**

The teachers provided different reasons for their translanguaging during their lessons. A frequently mentioned reason for using students' L1 amongst others was to provide an explanation as can be observed from Diana's answer: "I sometimes use Russian to explain the main points...the most important points about the new topic because I want to be sure that students understand" and from Kamila: "There are times when I see that students do not understand the topic, and then I use their mother tongue to clarify...". Hence, teachers believe that using students' L1 ensures a better acquisition as it allows students with a low English level to understand the topic in Russian or Kazakh. In addition,

the majority of teachers agreed that translanguaging during the lesson considerably increases the level of students' participation.

...It increases their (students') engagement in the lesson - I get more answers. Of course, I try to give English versions of the words when they answer...But I see a significant difference between the lesson when I sometimes use Russian and the lesson held only in English. (Kamila)

An additional reason to translanguage in the lesson, suggested by NIS content teachers, was to hold discussions in groups and in pairs. Arman stated, "...lessons are student-centered. We have lessons when students work in pairs, in groups, in such cases they are allowed to discuss the task with each other in L1, as it saves time". He also added that sometimes speaking only in English wastes time which is problematic as the lesson lasts only 40 minutes, and he claimed that every minute is valuable for teachers. A similar comment was given by Kamila, "Students sometimes think a lot to remember a word in English or to construct a sentence that is grammatically appropriate, and in this kind of situation it is better to translanguage".

Furthermore, teachers allow students to use the languages in their linguistic repertoire to search for information.

I encourage them (students) to use any language they know to find the information regarding biology topics from the Internet or from books, but they usually tell what they have found in English (Alina).

In Alina's answer, it is seen that students receive information in one language and produce it in the other, which can be an example of using translanguaging to complete tasks.

The interview included a question regarding the use of translanguaging for specific tasks, or in other words, multilingual tasks in the lesson. Almost all of the teachers (over 80%) appeared to use them such as when a task is presented in one language and the

answer to the task is in the other. Even Samat, who was against using other languages, stated that he sometimes gave tasks on physics topics in Russian or Kazakh. Furthermore, in this regard, Alina shared that, "...students watch videos in Russian and retell in English..." and Kamila said, "For the students of the 7<sup>th</sup> and 8<sup>th</sup> grades, in their summative assessments, it is allowed to give written answers in their L1, even though the task is in English". Diana also gave an interesting answer: "I always bring the tasks with their translations, because for some students the English version may be unclear, thus I give them the translation, but they are required to answer in English".

Yes, I use them (multilingual tasks). From my experience, I can say that when I give tasks in their L1 students are more engaged because the tasks are clear and achievable for them. Or vice versa, when I allow them to answer in L1, they are more motivated. (Arman)

As can be noticed, translanguaging is used not only for explanation, discussion, and clarification but also in tasks to make them attainable for students.

Another finding worth mentioning is that some teachers claimed that L1 is not always the language that is the most convenient to use by students. In this respect, Kamila commented:

There are students from the Kazakh cohort, whose L1 is Kazakh; however, they speak Russian within and outside the classroom. I notice how they talk to each other in Russian, even though they have an excellent level of Kazakh. (Kamila)

From this answer, it can be concluded that the Russian language is used more frequently than the Kazakh language. This occurrence may also be observed from the previous examples of the teachers' replies; regarding questions concerning 'using students' L1' that can be both Russian and Kazakh, most of the participants answered taking into account only the Russian language.

**List of Major Findings:**

1. The majority of EMI content teachers at the school believe that knowing Kazakh is not as important as Russian in learning science subjects because many sources such as books, articles, research studies are in English and Russian. They also connect it with the fact that the translation of Kazakh science books is unclear both to teachers and students due to its low quality.

2. English is associated with development, job promotions, and prestige. In addition, teachers believe that language is mostly used for academic purposes, and people do not need it in their day-to-day lives.

3. Some teachers are against using students' L1 while teaching in English because they see it as a hindrance to language acquisition. The main reason for this lies in their concern about the students' results in the Cambridge Examination, which is held only in English.

4. The majority of teachers are positive about using translanguaging in teaching content subjects as they believe that the use of translanguaging may assist in a better understanding of the content. Additionally, it provides an opportunity to work with students with insufficient levels of English.

5. EMI content teachers use translanguaging for different reasons: for an explanation while presenting a new topic, an encouragement of their students to answer questions, and increasing students' engagement. Moreover, teachers allow students to use any language in their linguistic repertoire to conduct discussions in groups and in pairs.

6. Regardless of their attitudes towards translanguaging, almost all teachers allow the use of translanguaging in classroom tasks.

7. Russian is used more frequently than Kazakh while translanguaging in both Kazakh and Russian cohorts.

## **Conclusion**

To conclude, the current chapter focused on presenting the data obtained from the six semi-structured interviews which included questions regarding teachers' language attitudes and their perspectives on translanguaging. The majority of the EMI content teachers undermined the importance of the Kazakh language in education in comparison with the other languages, Russian and English.

As for the participants' perspectives on translanguaging, the EMI content teachers expressed varying perspectives on the use of translanguaging in teaching. The majority of them displayed positive attitudes towards the use of translanguaging in the lesson and indicated the following purposes for translanguaging: explanation, discussion, clarification, increasing students' engagement, and searching for information. Moreover, most of the EMI content teachers brought up using Russian more than Kazakh while translanguaging.

There were teachers who viewed translanguaging as a hindrance to content acquisition and improving students' English level. They stated that using translanguaging may result in the students' poor performance in the Cambridge Examination, which is taken only in English.

In addition, translanguaging appeared to be used in multilingual tasks in the form of instructions to the tasks provided in either written or oral form and in assessment tasks for the 7<sup>th</sup> and 8<sup>th</sup> grades.

## Chapter 5: Discussion

This chapter focuses on the discussion of the findings presented in the previous chapter in relation to Ruiz's (1984) framework on language ideology: language-as-problem, language-as-right, and language-as-resource. The purpose of the study was to explore EMI content teachers' language attitudes and their perspectives on translanguaging in secondary education. Therefore, the guiding research questions were: 1) What language attitudes do EMI content teachers have? 2) What are EMI content teachers' perspectives on translanguaging? In alignment with the research questions, a possible explanation of the findings in relation to the existing literature on the topic is discussed in this chapter.

### **RQ1: What language attitudes do EMI content teachers have?**

The question was targeted at exploring EMI content teachers' attitudes towards the languages used in education: Kazakh, Russian, and English. This research question was important because in the existing literature, it was found out that teachers' language attitudes shape their understanding of multilingual practices and it influences their choice on whether to use these practices (Razfar, 2012, as cited in Weekly, 2019). Thus, it was aimed at discovering the language attitudes of teachers before exploring their perspectives on translanguaging to determine whether there are any associations between the two.

**Finding 1. The majority of EMI content teachers in the school think that knowing Kazakh is not as important as Russian in learning science subjects because many sources such as books, articles, and research studies are in English and Russian. They also connect it with the fact that the translation of Kazakh science books is unclear both to teachers and students due to its low quality.**

Only two respondents out of six (over 30%) stated that they use Kazakh in their daily life, which is similar to the survey results (31%) analyzed in the study by Arenov and Kalmykov (1997). This might be linked to the strong preference for Russian expressed by

teachers. According to their views, the Kazakh language, which is known as the national language in Kazakhstan, does not play an important role in education. These findings tie in well with the previous study by Alalou (2009) wherein Moroccan teachers gave preference to the French language perceiving it as the language of science and technology, even though the state language in Morocco is Arabic.

As can be seen, our teachers believed that Russian is more important than Kazakh in education, as they could not relate science subjects to the Kazakh language. One of the main reasons for this belief was the low quality of science books in Kazakh. This occurrence was earlier discovered by Arenov and Kalmykov (1997) from the analysis of their survey, where 37% of respondents pointed out the difficulty and inaccessibility of books in Kazakh. It can also be explained by the fact that Russian is associated with a better education in Kazakhstan (Smagulova, 2006), likewise in Kyrgyzstan (Kosmarskaya, 2015) and Ukraine (Simeki, 2010). Similarly, the study by Fierman (2012) also showed that many Kazakhs do not believe that knowing the Kazakh language is important for their future, and they do not perceive any considerable benefits in knowing it, whereas Russian, along with English, is used as the language of wider communication.

Teachers' views regarding the Russian language could be attributed to the language-as-resource orientation according to Ruiz's (1984) framework because, in the view of teachers, there is a large number of scientific literature in Russian and knowing this language provides the opportunity to communicate with representatives of different nationalities in Kazakhstan. Moreover, our interviewees' answers demonstrated both instrumental and integrative orientations (Baker, 1992) for learning and using Russian. In comparison with Russian, Kazakh was viewed as a language of culture and history, but still, the teachers' perceptions of Kazakh revealed in the study cannot be categorized into one of Ruiz's orientations because the participants do not consider Kazakh as a threat or a

resource. It can be concluded that the Kazakh language is simply not in demand among the interviewed teachers.

**Finding 2. English is associated with development, promotion, and prestige. In addition, teachers believe that language is mostly used for academic purposes and people do not need it in their day-to-day lives.**

An increasing number of studies regarding teachers' attitudes towards English have been carried out in many countries and some of them were discussed in the Literature Review chapter. The findings of this study concerning attitudes towards English are analogous to the studies by Mbato and Kharismawan (2018) and by Amukena Nyqvist (2016), where the majority of teachers expressed positive attitudes towards English. However, when comparing our findings to those of earlier studies, it should be indicated that, in this research, all of the participants agreed that English is the language of importance in education. They pointed out some of the advantages of knowing English in Kazakhstan, and according to them, having a command of English provides educational opportunities such as studying abroad in prestigious universities, and access to world literature, especially as that relates to science. Similar information was revealed from the study by Amukena Nyqvist (2016) in which 62% of teachers agreed that knowing English allows students to continue their education in universities abroad. Taking into account all of these points, it can be said that, according to our teachers, the people of our country have mostly instrumental rather than integrative motives (Baker, 1992) for learning and using English.

According to Ruiz's framework, the teachers' attitudes regarding the English language can be attributed to the language-as-right orientation, because students have the right to know this language for their socio-economic progress, status, and well-being, and

the use of English does not cause a problem for teachers, conversely, it is associated with prestige.

**RQ2: What are EMI content teachers' perspectives on translanguaging?**

The purpose of this research question was to explore EMI content teachers' perspectives on translanguaging, in particular, what they think about translanguaging, what attitudes they have towards it, why they have these attitudes, and for what purposes they use translanguaging.

**Finding 3. Some teachers are against using students' L1 while teaching in English because they see it as a hindrance to content acquisition. The main reason for this is the teachers' concern about the students' results in the Cambridge Examination which is held only in English.**

The data obtained from the interviews showed that not all teachers have positive attitudes towards translanguaging practices in the classroom. Using languages other than the target language, which is English, was perceived as a hindrance and a threat to the acquisition of content in English. Referring to the school's language policy (NIS AEO, 2019, p. 3), this result might be explained by the fact that participants with negative attitudes towards translanguaging teach in the higher grades where using students' L1 is not allowed. Teachers also linked it with the Cambridge Examination taken by the students at the end of the 12<sup>th</sup> grade, in connection with which they were concerned that insufficient exposure to English might lead to the learners' poor academic performance.

Schissel et al. (2018) revealed similar findings while conducting an action research case study using several research instruments. In their study, the majority of Mexican teachers also viewed translanguaging "as a problem or a barrier to overcome" (p. 8) and avoided using languages other than the TL, considering it as an interference. Moreover, it was found that participants' perception of translanguaging differ in relation to the context

in which it is used and is affected by the expectations as well as the pressures in their environment. Similarly to the teachers at NIS, the teachers in Oaxaca expressed their fear regarding their students' academic achievements in standardized tests which are in one language such as in the TOEFL and Cambridge exams. Schissel et al. (2018) stated that these kinds of monolingual tests influence teaching practice in the classroom, where using several languages is viewed as an obstacle.

These teachers' belief about translanguaging practices can be attributed to Ruiz's language-as-problem orientation, as teachers provide much exposure to the English language as a contrast to "inclusiveness" (Ruiz, 1984, as cited in Hult & Hornberger, 2016, p. 34) and perceive language diversity as a disadvantage in the classroom.

**Finding 4. The majority of teachers are positive about using translanguaging in teaching content subjects as they believe that the use of translanguaging may assist in a better understanding of the content. It would also provide an opportunity to work with the students with insufficient levels of English.**

Over 60% of EMI content teachers in NIS expressed positive attitudes towards using translanguaging. A possible explanation for this might be the school language policy that is based on a "switching" strategy (NIS AEO, 2019, p. 3) and allows for the use of students' L1 while teaching in English. The teachers stated that they use students' L1 in the lesson because they think that it helps them to understand the subject content better in their mother tongue. A similar finding was also reported by Allard (2017); in his study, science teachers from Marshall drew on translanguaging as they believed that it allows students greater access to subject content and helps them to achieve content-related lesson objectives. Moreover, they emphasized the smooth process in the delivery of their lessons when they make it possible for students to use their L1. In comparison with NIS, however,

Marshall High School did not support linguistic diversity, and despite this fact, teachers used translanguaging practices in their science classes.

Another reason why teachers held positive attitudes towards translanguaging was the opportunity that is provided to work with students of low English proficiency. In this regard, our teachers can explain and clarify unclear content to their students in their mother tongue. This finding is consistent with that of Allard (2017), Nambisan (2014), and Yuvayapan (2019) who explored teachers' use of translanguaging as they believed that it increases the participation of students with low English levels. In addition, some teachers in a study conducted by Schissel et al. (2018) also pointed out that the use of translanguaging facilitates the learning of the TL, thus applying this practice in science classes might be beneficial to students with insufficient levels of English.

The teachers' perception of translanguaging, who were positive about its use, can be categorized into Ruiz's language-as-resource orientation because they support linguistic diversity in the classroom and see the use of L1 as a resource that provides improvement.

**Finding 5. EMI content teachers use translanguaging for different reasons: for explanations while presenting a new topic, the encouragement of students to answer questions, and increasing students' engagement. Moreover, teachers allow students to use any language in their linguistic repertoire to conduct discussions in groups and in pairs.**

The findings show that NIS teachers use students' L1 for different purposes in EMI classes. Some teachers stated that they use translanguaging to ensure that students understand the topic, by using their L1 to review the content, likewise, the teachers in the studies by Allard (2017), Doiz and Lasagabaster (2017), and Yuvayapan (2019) did so, too. Some teachers thought that the use of L1, in the form of short and simple instructions, helps when students are unmotivated about a new topic (Yuvayapan, 2019).

Furthermore, NIS teachers believed that using the L1 increases students' engagement in the lesson, a result that matches those observed in earlier studies. For instance, according to the survey in the study by Ofaletse and Oats (2019), many teachers believed that using students' L1 creates a relaxed atmosphere in the class, thus improving class participation. The study by Allard (2017) also showed that using Spanish, which, in his study, was students' L1, increases students' participation, as accepting answers in students' L1 enabled the participation of a wider range of students, even newly arrived ones.

Basque teachers in CLIL settings used students' L1 with the content acquisition to stimulate discussions and to address disciplinary issues inside the classroom (Doiz & Lasagabaster, 2017). All of these points were mentioned by NIS teachers, too. The respondents reported that they try to conduct student-centered lessons where students work mostly in pairs and in groups, and where they are allowed to use their L1 to discuss with each other for the purpose of saving time. This finding supports previous research by Yupayapan (2019) which revealed learners' use of Turkish to discuss topics during class observations.

**Finding 6. Regardless of their attitudes towards translanguaging, almost all teachers allow the use of translanguaging in tasks.**

The content teachers in NIS mentioned the use of translanguaging in their classroom tasks. The main feature of this kind of multilingual task is providing input in one language and output in the other (Toth & Paulsrud, 2017). According to the participants, videos, as well as audio-recordings, can be watched and discussed in different languages. In addition, some teachers reported that they provide instructions on tasks in English and allow students to answer in L1 (Kazakh or Russian) and vice versa.

Doiz and Lasagabaster (2017) stated that there are three components of translanguaging practices in EMI: “1) inside and outside the classroom, 2) the materials, and 3) the assessment tasks” (p. 168). Among these three components, NIS teachers reported the use of translanguaging in materials and assessment tasks. According to them, the tasks in final examinations such as in summative assessments are taken in English but students are allowed to use the language they prefer to provide their answers, or conversely, the tasks are given in their L1 while the answers are expected to be in English. However, all of the Basque teachers, even those who were positive about the translanguaging practice itself, were against students' use of translanguaging in assessment tasks (Doiz & Lasagabaster, 2017). One of the Basque teachers explained that this practice would put some students at an advantage in comparison to those who attempt to answer the exam questions in English. Some participants in the study by Ofaletse and Oats (2019) also argued that teaching in one language and assessing in the other wastes time and does not contribute to learning.

This study, however, revealed quite different findings according to teachers who were negative about using translanguaging appearing to use students' L1 for classroom tasks. This is not a new phenomenon as previous studies have also discovered this kind of discrepancy (Nambisan, 2014; Yuvayapan, 2019), where teachers' perceptions are inconsistent with their practices. The study by Schissel et al. (2018) also demonstrated that some teachers in Oaxaca used Spanish and English as a scaffolding tool in assessments in the EMI classroom. During these assessments, instructions to the task were given in Spanish and students had to provide their answers in English. As the teachers indicated, this approach helped with the beginner level students, too.

**Finding 7. For both cohorts, Kazakh and Russian, Russian is used more frequently than Kazakh while translanguaging.**

While answering to interview questions regarding the use of students' L1, some teachers took only the Russian language into consideration. The findings revealed that the languages frequently used for translanguaging in EMI classrooms were English and Russian. As was noticed previously, Kazakh was not perceived as the language of science by most of the teachers. According to the participants, even the students whose L1 is Kazakh tend to use Russian in their lessons to communicate with both their teacher and their peers; consequently, teachers do not see the necessity of using Kazakh. This finding broadly supports the work of Abdrahmanova (2017) wherein the researcher discovered that the teachers at Bilim Innovation Lyceum in Kazakhstan use Russian more frequently in their code-switching practices.

The teachers who believed that Kazakh is not important in education appeared not to use Kazakh to translanguage in their EMI classes. A possible explanation for this might be the existence of a strong link between teachers' attitudes and their practices (Coupland, Bishop, Williams, Evans, & Garrett, 2005, as cited in Redinger, 2010), as was also shown in Redinger's study (2010) wherein the learners expressing positive attitudes towards French spoke considerably more French than those who held negative attitudes.

## **Conclusion**

The aim of this chapter was to discuss the main findings in relation to the existing body of literature. The findings revealed the language attitudes of teachers towards the Kazakh, Russian, and English languages. The majority of our teachers appeared to think that Kazakh is not important in STEM education, and this finding is consistent with previous studies conducted in Kazakhstan. Russian and English were perceived as the languages of science and were associated with development and prestige. This might be the reason why most of the teachers use Russian for translanguaging in EMI classrooms. The teachers stated that even students from Kazakh cohorts speak Russian in the lessons.

As for the teachers' perspectives on translanguaging, they expressed different attitudes towards this practice. The majority of participants turned out to feel positive about using students' L1 in EMI classes, while the two respondents demonstrated negative attitudes. This is closely connected with the school language policy which allows the use of the L1 only in the lower grades, while in the higher grades the language of instruction is considered to be English. Those who had positive attitudes reported that they use translanguaging to review and clarify the content, to increase students' engagement, to assess them, and to allow students to use their L1 to answer questions and discuss topics in pairs as well as in groups. Moreover, these teachers believed that using translanguaging improves content acquisition and enables them to work with students of low English proficiency. As was mentioned previously, there were teachers with negative attitudes, and they perceived the use of L1 as a hindrance in learning and believed that this practice may negatively influence their students' test results. All of these findings, except one, were supported by previous studies. It appeared that in this study, teachers who had negative attitudes towards translanguaging use students' L1 in tasks. This finding differed from those which were discussed previously, as the earlier studies showed opposing results, wherein teachers expressing positive attitudes did not support the use of students' L1 in tasks.

It can be concluded that language diversity in EMI science classrooms, according to Ruiz's orientations, is perceived mostly as a resource rather than a problem, because teachers showed that they are capable of using students' linguistic repertoire as a scaffolding instrument to aid in the improvement of students' content acquisition.

## Chapter 6: Conclusion

The current chapter is aimed at drawing the main conclusions of the study and discussing its limitations and implications and recommendations for further research. The purpose of the study was to explore EMI content teachers' language attitudes and their perspectives on translanguaging in secondary education. In compliance with the research purpose, the following research questions were posed:

1. What language attitude do EMI content teachers have?
2. What are EMI content teachers' perspectives on translanguaging?

### Main Conclusions of the Study

This study has shown that EMI content teachers in NIS give preference to the Russian and English languages in STEM education considering them as the languages of science, while Kazakh is perceived to be less important. Besides this, the teachers mentioned the low quality of Kazakh science books which are difficult for both teachers and students to understand. This might be the reason why teachers mostly use Russian for translanguaging in their EMI classrooms.

The teachers' perspectives on translanguaging appeared to vary; while the majority expressed positive attitudes towards the use of translanguaging, two teachers were opposed to the use of students' L1 in teaching content subjects. The teachers who were positive about using translanguaging provided different purposes for its use, for example: promoting a better understanding of the content; providing good opportunities for the engagement of students with insufficient English proficiency by allowing them to answer questions in their L1; increasing class participation generally; clarifying some points while presenting a new topic; reviewing a topic, and encouraging students to work in pair and groups by permitting them to hold discussions in their L1. Also, teachers in NIS reported that they use translanguaging in tasks wherein although they provide the instructions in

English, students are allowed to answer questions in other languages according to their preferences and competencies. This kind of practice was even employed by the teachers who hold negative attitudes towards translanguaging. These teachers perceived the use of L1 as interference and a hindrance to content acquisition and follow an English only ideology in EMI classes. Moreover, they believed that the use of translanguaging might lead to the poor academic performance of their students in monolingual standardized tests such as the Cambridge Examination. Overall, the use of languages in EMI classes in NIS can be related to Ruiz's (1984) language-as-resource orientation because EMI content teachers support language diversity in their classrooms and maintain the use of students' L1 by using translanguaging as a scaffolding tool in teaching. This study also revealed a possible link between teachers' language attitudes and their multilingual practices as the findings showed that the teachers who expressed negative attitudes towards Kazakh in STEM education did not use this language for translanguaging in EMI classrooms.

### **Limitations and Implications for Further Research**

The limited-time for the research did not allow for the recruiting of more participants and schools nor for the use of different research instruments, which would have provided additional findings for generalization purposes.

As the sample in this research is considered to be unique, the findings cannot be generalized to all schools across Kazakhstan because only three teachers from each school cannot represent the perspectives of all teachers in the country. Moreover, the findings obtained from the semi-structured interviews did not reveal the whole picture of multilingual practices used in classrooms. Some issues would have required an investigation via a detailed critical discourse analysis of official documents, the conducting of ethnographic observations, and discourse analysis of actual teaching-learning practice to triangulate the data. For example, it would be interesting to observe the lessons of those

teachers who claimed that they do not use translanguaging or the lessons of those who were positive to it in order to explore other potential reasons for the use of L1. This would help us to see whether there is a difference between what they say and do, and to understand why. It would also have helped if the researcher had analyzed documents representing students' educational achievements to compare the classes of teachers with different attitudes towards translanguaging, as some of them claimed that using translanguaging promotes better understanding on the part of the students.

As has been mentioned, the scope of the study time the researcher had did not allow us to conduct the study in more than two schools in different cities of Kazakhstan. It is obvious that language use and language attitudes vary depending on the regions of the country, for instance, Kazakh is in high demand in the south of Kazakhstan, while citizens in the north mostly prefer using Russian. Thus, by covering different regions in Kazakhstan, the findings on teachers' perspectives on translanguaging would have provided a deeper insight. The researcher suggests exploring this topic more widely using different research instruments. Moreover, it would also help to employ a mixed-methods approach that combines the above-mentioned instruments with questionnaire surveys.

### **Recommendations**

Despite the study's limitations, the findings clearly support international research on the usefulness of L1 in EMI classrooms. Therefore, on the basis of the findings of this study, the following recommendations for policymakers and schools can be provided.

Firstly, it is recommended to conduct information courses for in-service teachers about using multilingual practices at the school level. It is time to accept the fact that using multilingual practices such as translanguaging has become inevitable in EMI classrooms. The better teachers know how to use these practices the better the quality of their lessons will be.

Secondly, it could be beneficial to include special subjects about using multilingual practices and working with multilingual students by taking into consideration their L1, which may not be limited to Kazakh or Russian, into the curriculum of pre-service teachers. If pre-service teachers learn the benefits of such practices within the universities they qualify in, it will eliminate any potential problems while working at schools.

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**Appendix A: Interview Protocol****Time of interview:****Date:****Place:****Interviewee:**

1. What subject do you teach in English? And how long have you been teaching in English?
2. What is your level of English proficiency (according to CEFR: A1/A2/B1...)?
3. What languages do you speak, read and write?
4. Do you mix or alternate between languages while speaking? And what do you think about it?
5. What language do you prefer speaking in your daily life, why?
6. The knowing which language do you think is more beneficial in our society? Why?
7. How important is to know English (in our country)? Do you see any benefits?
8. Do you think all three languages (Kazakh, Russian, and English) are equally necessary in our society/in education? Why/Why not?
9. Do you take into account students' level of English proficiency during the lesson or while planning? How?
10. Do you use students' first language (L1) in your lesson? If yes, for what purposes? If not, why?
11. Do you use students' L1 in tasks when teaching? (Ex: watching videos in English/retelling in L1)
12. Do you think using students' L1 hinders the acquisition of content in English?
13. Do you believe competence in one language can function for another?  
(Canagarajah, 2011) How?

**Appendix B: Letter**

**Директору Назарбаев  
Интеллектуальной школы  
города \_\_\_\_\_**

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Уважаемый \_\_\_\_\_!

Я, Элжанова Сара являюсь магистрантом в Назарбаев Университете по программе “Multilingual Education”. На данный момент я пишу диссертацию и провожу исследование на тему “EMI Content Teachers’ Perspectives on Translanguaging in Secondary Education”, которая тесно связана с системой образования в Назарбаев Интеллектуальных школах. Я работала в Тараз НИШ преподавателем английского языка до поступления и хорошо ознакомлена с этой системой. В связи с этим мне необходимо взять интервью у 4

учителей, преподающих на английском языке следующие предметы: Физика, Биология,

Химия и Информатика. Интервью не займет больше 30 минут и участники вправе отказаться отвечать, если не захотят. Прошу Вас дать разрешение на проведение интервью у 4 преподавателей на территории вашей школы.

Разрешение на проведение исследования от GSE Research Committee Назарбаев Университета, которое гарантирует, что исследование не несет физического и психологического вреда участникам, прикреплено к письму.

С уважением,

Элжанова С.А.

Эл.почта: sara.alzhanova@nu.edu.kz

Ном.моб.: +7 707 725 40 88

**Appendix C: Details of the study requested by NIS Research Department****В какой школе планируете проводить интервью?**

Планируется провести интервью с 8 преподавателями в двух Назарбаев Интеллектуальных школах в городах \_\_\_\_\_.

**В какие сроки?**

На следующей неделе, с 9 по 13 декабря.

**Краткое содержание проекта исследования**

**Сведения об исследователе:** Исследователь является студентом магистратуры в Назарбаев Университете по программе Multilingual Education (Graduate School of Education).

**Тема исследования:** EMI Content Teachers' Perspectives on Translanguaging in Secondary Education.

**Цель исследования:** Узнать взгляды учителей естественнонаучных предметов, преподающих на английском, на трансязычие (translanguaging) в среднем образовании

**Вопросы исследования:**

- Какое у учителей естественнонаучных предметов отношение к языкам?
- Какие взгляды у учителей естественнонаучных предметов на использование трансязычия в среднем образовании? Почему?

**Методология:** Используется метод качественного исследования: полуструктурированное интервью.

**Время проведения:** Каждое интервью занимает не больше 30 минут. Планируется провести 8 интервью с 9 по 13 декабря.

**Участники:** Участниками должны быть учителя, преподающие на английском языке естественнонаучные предметы, как Физика, Биология, Химия и Информатика.

**Потенциальные риски:** Исследование считается не более чем исследованием минимального риска, так как оно не наносит физического, психологического и эмоционального вреда. Участникам исследования более 18 лет. У респондентов будет выбор «не отвечать на вопросы» в случае необходимости.

**Польза исследования для интеллектуальных школ:** Это исследование может способствовать дальнейшему пониманию использования трансязычия в казахстанских классах. Результаты исследования могут быть важны для лиц, принимающих решения в системе образования, так как работа покажет взгляды учителей на использование нескольких языков в классе.

## Appendix D: Consent forms

### INFORMED CONSENT FORM

#### EMI Content Teachers' Perspectives on Translanguaging in Secondary School

**DESCRIPTION:** You are invited to participate in a qualitative research study on translanguaging (a purposeful use of different languages) in secondary education in Kazakhstan. The purpose of this study is to explore EMI Content Teachers' language attitudes and perspectives on translanguaging. You will be asked to answer questions in one-to-one semi-structured interviews. Your responses will be audio recorded, but will be deleted after 3 years.

**TIME INVOLVEMENT:** Your participation will take approximately 30-40 minutes.

**RISKS AND BENEFITS:** The risk associated with this study is potential exposure of your identity as a participant. In order to minimize the risk, your name will not be mentioned anywhere in my thesis or other reports (written or presentation), nor will the name of the school, the city, your course titles or similar things. All the recordings will be kept in a password-protected computer where no one can access except the researcher. The benefit which may reasonably be expected to result from this study is the increase of awareness regarding the translanguaging in secondary education in Kazakhstan. Your decision whether or not to participate in this study will not affect your employment.

**PARTICIPANT'S RIGHTS:** If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to choose the language of the interview and to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

**CONTACT INFORMATION:**

**Questions:** If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Mukul Saxena, mukul.saxena@nu.edu.kz.

**Independent Contact:** If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to at gse\_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ****Взгляды учителей естественнонаучных предметов, преподающих на английском, на транслангвидж в среднем образовании**

**ОПИСАНИЕ:** Вам предложено принять участие в тематическом исследовании транслангвиджа (целенаправленное использование разных языков) в среднем образовании в Казахстане. Цель этого исследования – узнать, какие взгляды у учителей естественнонаучных предметов, преподающих на английском, в среднем образовании на транслангвидж и как они относятся к языкам. Вам будет предложено принять участие в индивидуальном интервью. Ваши ответы будут записаны на аудио, но после анализа данных и получения результатов исследования записи будут удалены в течение трех лет после завершения исследования.

**ВРЕМЯ УЧАСТИЯ:** Ваше участие продлится примерно 30-40 минут.

**РИСКИ И ПРЕИМУЩЕСТВА:** Риск, связанный с этим исследованием, - потенциальное разоблачение вашей личности как участника. Чтобы свести к минимуму риск, ваше имя не будет

упоминаться ни в одном из моих тезисов или других отчетов (письменных или презентационных), а также название школы, город, названия ваших курсов или подобные вещи тоже не будут упоминаться. Все записи будут храниться в компьютере с паролем, куда никто кроме исследователя не имеет доступа. В качестве ожидаемых преимуществ в результате исследования можно рассматривать повышение осведомленности о translanguaging в среднем образовании в Казахстане. Ваше решение о согласии либо отказе в участии в этом исследовании никаким образом не повлияет на вашу работу.

**ПРАВА УЧАСТНИКОВ:** Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время без штрафных санкций и без потери социального пакета, который Вам предоставляли. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

**КОНТАКТНАЯ ИНФОРМАЦИЯ:**

**Вопросы:** Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с исследователем, используя следующие данные: Мукул Саксена, mukul.saxena@nu.edu.kz.

**Независимые контакты:** Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев

Университета по электронному адресу [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz)

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;

- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

**Подпись:** \_\_\_\_\_ **Дата:** \_\_\_\_\_

**ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ**  
**Жаратылыстану бағытындағы пәндерді ағылшын тілінде жүргізетін орта білім беру мұғалімдерінің транстілдесуге көзқарасы**

**СИПАТТАМА:** Сіз Қазақстандағы орта білім берудегі транстілдесу (арнайы мақсатта әртүрлі тілдерді қолдану) бойынша зерттеу жұмысына қатысуға шақырылып отырсыз. Зерттеудің мақсаты орта білім беруде жаратылыстану бағытындағы пәндерді ағылшын тілінде жүргізетін мұғалімдердің транстілдесуге көзқарасы мен тілдерге деген қарым-қатынасын анықтау болып табылады. Сізден сұхбаттағы сұрақтарға жауап беруіңізді сұраймыз. Сіздің жауаптарыңыз дыбысқа жазылады, бірақ дыбыстық көшірмелер деректерді талдап, зерттеу нәтижелерін алғаннан кейін үш жыл ішінде жойылады.

**ӨТКІЗІЛЕТІН УАҚЫТЫ:** Сіздің қатысуыңыз шамамен 30-40 минут уақытты алады.

**ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУШТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:**

Зерттеу жұмысына қатысудың қауібі сіздің осы зерттеуге қатысқаныңыздың танылу ықтималдылығы болып табылады. Бұл қауіпті мүмкіндігінше азайту үшін Сіздің атыңыз менің диссертациямда немесе басқа есептерде (жазбаша немесе презентацияларда) аталмайды, сондай-ақ мектептің, қаланың, курстың атауының немесе сол сияқты нәрселердің атауы болмайды. Барлық жазбалар құпиясөзбен қорғалатын зерттеушіден басқа ешкімге қол жетімсіз компьютерде сақталады. Зерттеу жұмысына қатысуыңыздың келесідей артықшылықтары болуы мүмкін: Қазақстандағы орта білім берудегі транстілдесу туралы хабардарлықты арттыру. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз сіздің жұмысыңызға еш әсерін тигізбейді.

**ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ:** Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз ерікті түрде екенін хабарлаймыз. Сонымен қатар, қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар. Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

**БАЙЛАНЫС АҚПАРАТЫ:**

**Сұрақтарыңыз:** Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіпі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушімен хабарласуыңызға болады: Мукул Саксена, mukul.saxena@nu.edu.kz.

**Дербес байланыс ақпараттары:** Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген электрондық пошта арқылы хабарласуыңызға болады: gse\_researchcommittee@nu.edu.kz.

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;

- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

**Қолы:** \_\_\_\_\_ **Күні:** \_\_\_\_\_

**Appendix E: Transcription Sample of Interview**

**Time of interview:** 14:20

**Date:** 09.12.2019

**Place:** NIS

**Interviewee:** Alina

Interviewer (S): First of all, thank you for your agreement to conduct the interview!

Interviewee (A): You are welcome!

(S): The research topic is EMI Content Teachers' Perspectives on Translanguaging in Secondary Education. It is the ninth of December today. This is an interview with the participant A. Let us start then. Can you, please, answer to the question "What subject do you teach in English? And how long have you been teaching in English?"

(A): I teach Biology. It is my third year teaching in English.

(S): What is your level of English proficiency (according to CEFR: A1/A2/B1...)?

(A): I think it is B2, because my IELTS result is 6.5.

(S): "What languages do you speak, read and write?"

(A): I speak three languages. I write and read in all that three languages. These languages are English, Russian and Kazakh. In addition, I speak Turkish.

(S): Do you mix or alternate between languages while speaking? And what do you think about it?

(A): Yes. I alternate between the languages I know while speaking. In my opinion it is okay, it is not a problem for me.

(S): What language do you prefer speaking in your daily life, why?

(A): I would say that it is Russian, but at work it is more comfortable to speak in English, because the lessons are in English, besides, I study at university and my lessons are in English, too. So now it is more convenient to express my thoughts in English.

(S): The knowing which language do you think is more beneficial in our society?

(A): I think Russian.

(S): Why?

(A): As a Biology teacher, I can say that most of the information is available in Russian, and we have many science books in Russian. I think science is more developed in Russia than in Kazakhstan, thus there are a lot of quality materials in Russian.

(S): How important is to know English (in our country)? Do you see any benefits?

(A): When you apply for a job, many companies are interested in your level of English proficiency, because almost all of them work at the international level. Moreover, knowing English makes it available to read world news, books, and research in English. It is the language of science; I like the fact that there are a lot to read about Biology in English. It is also a language of modern life. But I do not think that it is in demand in our daily life. Not many people know English. Besides, even if they know, I think it is awkward to speak English in the streets. I have noticed that people in our country do not endorse speaking in other languages than Kazakh or Russian.

(S): Do you think all three languages (Kazakh, Russian, and English) are equally necessary in our society/in education?

(A): In education, I think Kazakh is not necessary, especially in Biology. All the books, materials are in English or in Russian; I do not consider Kazakh to be the language of science. I have tried once to read the Biology book in Kazakh, but I did not like the translation, it is not enough quality. Even for an adult it was difficult to understand to say nothing of children.

(S): Do you take into account students' level of English proficiency during the lesson or while planning? How?

(A): Yes, while planning, I have different plans for each class depending on their English level. For some classes I adapt texts to make it easier, for some classes I use the advanced level materials. Sometimes, I use other material for certain students in the class having a low level of English

(S): Do you use students' first language (L1) in your lesson?

(A): During my lessons? I think, yes.

(S): For what purposes?

(A): Sometimes, students watch videos in Russian and retell in English. We also can discuss some Russian articles on Biology in English.

(S): Do you use students' L1 in tasks when teaching? (Ex: watching videos in English/retelling in L1)

(A): I know it is difficult for students to change into another language right after they were studying in their mother tongue. Thus, I am for using their L1 in teaching, we should support them. The main duty of ours is helping our students when they are struggling. I encourage them (students) to use any language they know to find the information regarding

Biology topics from the internet or from books, but they usually tell what they have found in English.

(S): Do you think using students' L1 hinders the acquisition of content in English?

(A): No! From my experience, conversely, I can say that it helps students to understand content better, because I can clarify or explain in L1 when necessary.

(S): Do you believe competence in one language can function for another? (Canagarajah, 2011)

(A): I think yes.

(S): How?

(A): May be, writing skills. For example, students know how to write a certain piece of writings in Russian, but they did not have the experience of writing it in English, they can use the structure of writing or organization used in Russian.

(S): Do you see the use of L1 in EMI classes as interference or a help?

(A): I would say it depends on the situation. For example, if you see that students do not understand, it is better to use their L1, however, it does not mean that you should do it all the time. When it is available, we (teachers) can try to explain in English, and only if students fail to understand, the use of L1 helps. If you use too much L1, it is bad, I think.

(S): Thank you! This is the end of our interview.